



# McLAREN FLAT PRIMARY SCHOOL EST. 1855

## McLaren Flat Primary School

### 2022 annual report to the community

McLaren Flat Primary School Number: 250

Partnership: Sea & Vines

Signature

School principal:

Mr Josh Anderson

Governing council chair:

Mr Jon Fuller

Date of endorsement:

10 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

McLaren Flat Primary School is a high performing school that improves the educational attainment and well-being of children and young people in our community. At McLaren Flat, we work to foster lifelong learning and commitment to the values of Resilience, Responsibility, Pride, Respect and Honesty.

We strive to provide a nurturing, caring and harassment free environment that supports equitable access to a relevant, challenging curriculum for all students. We have a commitment to supporting students develop high level of proficiency in literacy and numeracy skills; and to develop positive attitudes towards others, themselves, the environment, and learning.

2022...Well, that was a challenging year! Just as we thought we were coming through the fog of the Covid 19 Pandemic, we were hit with a viral tidal wave and experienced a year like nothing else. The impact was considerable and it seems that no one was spared the despair of this global problem. But, as always, the school community – the staff – students – families - all dug deep, rallied round and stayed afloat throughout, providing mutual support, care, and compassion for everyone and ensured we got through – together.

That we are still here together, stronger in our community is a blessing and something we should be very grateful for. 2022 has seen Russia invade Ukraine and cause immense suffering and epic floods destroyed the homes and livelihoods of countless Australians across the East Coast. There have been economic and political upheavals around the world, the passing of Queen Elizabeth and our global population tipped over the 8 billion mark – and all the while we continued to see great things happen - The Winter Olympics in Beijing, the Commonwealth Games in Birmingham and of course the World Cup Soccer in Qatar. We also saw the Event Horizon telescope photograph for the first time a super massive black hole in the middle of the Milky Way and the easing of Covid pandemic, marking a return to great events like the Christmas Pageant, the fringe, the Festival and going to the footy with a sense of normal.

In the end, the message is clear - the importance of generosity, empathy and mindfulness in our daily lives cannot be underestimated. Throughout the year, we have seen the amazing things that these three concepts, coupled with kindness, can bring into our lives and of those around us, and in world around us, we can see what happens when they are absent.

Overall, there has been a lot we can learn from 2022, especially the value of community and connections and we look forward to continuing to make our school a great place to learn in 2023.

## Governing council report

2022 has been another significant year around the grounds and surrounds of our beautiful school. Most notably, we added a stunning mural to the yard, with an original piece by Aboriginal artist Scott Rathman. Depicting our shared learning journey as both learners and teachers, the mural is framed by our beautiful river red gum trees and symbolises our school as a shared destination for friendship and community, building wisdom and knowledge together. With a contemporary colour scheme and great presence, this mural was co-created with input from the year 5-6 students and will no doubt be a talking point for our yard for years to come.

In 2022 we also added three new flagpoles by the back lawn so we can fly all three of our national flags together. This project was the culmination of some significant fundraising efforts through the student art exhibition, and came about through the input of our Reconciliation Action Team Student Leaders. As a result of the new flagpoles and also the mural, we have worked to create a colourful and inviting event space on the back lawn that will hopefully see many a rose ceremony and special event in the years to come. These actions firm up our position as committed to reconciliation. It has been a big year for the OSHC and the garden as well, with the install of some new play equipment, beautiful large seating rocks, a digging space and paved pathways. Early next year, we'll add some grass, shade trees and further plantings around a mud kitchen to make this a fun and inviting all ages play space. We are very pleased with how our OSHC service and it continues to provide an excellent, quality service to local families.

And of course, we can't not mention the Chook Shed project. 2022 saw the planning and design stage complete and the laying of the concrete slab. This was followed by the erection of our custom chook house – a super-doooper fancy chook house with all the trimmings! 2023 will see the building of the outside run and the addition of the hens themselves! A big thanks has to go to our awesome parent volunteers who been working on the project, in particular Drew Sutton who has been a key player in the build to date!

Thanks must also go to our volunteer fundraising coordinators, Julie and Penny, who undertook some excellent community building and fundraising ventures, which saw over \$10 000 raised towards school improvement projects.

Lastly, we thank all our members and contributors for 2022 - Jon Fuller (Chair), Jodie Sinel (Secretary), Alliosn Crabbe-King (Finance), Julie Baum (Fundraising) Kate Peel (Community Connections, Katrina Munzberg (Staff rep), Blyth O'Connor. Fiona Haselgrove and Nikki Lee (Parent Reps)

# Quality improvement planning

During 2023 we continued to sharpen our focus in order to

1. Build consistency and refine teacher practice through focused walkthroughs which provide explicit feedback for improvement.
2. Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, intellectual stretch, and challenge to be an integral aspect of everyday learning for all.
3. Develop a culture of high expectations through the consistent implementation of TfEL to support positive learner dispositions and enable students to authentically own their learning.

We have done this through a series of strategic actions as outlined in our Site Improvement Plan, centered on the following goals:

Goal 1: Increase the number of high-achieving students in Mathematics and improve high band attainment and retention

2022 – Yr 3 NAPLAN HB Maths – Target was 12% HB rate. ACTUAL rate was 21% with 7 out of 33 students achieving HB. ACHIEVED

2022 – Yr 3 PAT-M. ACTUAL rate was 12% with 4 out of 33 students achieving HB.

2022 – Yr 5 NAPLAN HB Maths – Target was 25% HB rate. ACTUAL rate was 27% with 9 out of 33 students achieving HB. ACHIEVED

2022 – Yr 5 PAT-M. ACTUAL rate was 18% with 6 out of 33 students achieving HB

Into 2023, IF we implement a consistent, high-quality Mathematics R-6 curriculum incorporating HITS; explicitly taught high level Mathematical vocabulary, thinking and core skills; and support students to develop and achieve individual numeracy goals, THEN we will increase the number of students achieving and maintaining higher band status in numeracy.

Goal 2: Increase the number of high-achieving students in English: Writing and Spelling and improve high band attainment and retention.

2022 – Yr 3 NAPLAN Writing. Target was 23% HB. ACTUAL rate was 24% with 8 out of 33 students achieving HB. ACHIEVED

2022 – Yr 3 NAPLAN Language (Spelling). Target was 23% HB. ACTUAL rate was 21% with 7 out of 33 students achieving HB. NOT ACHIEVED – but close.

2022 – Yr 5 NAPLAN Writing. N Language (Spelling). Target was 40% HB. ACTUAL rate was 15% with only 5 out of 33 students achieving HB. NOT ACHIEVED

Year 5 results- not close to where we had targeted.

2022 – Yr 5 NAPLAN

Target was 40% HB. ACTUAL rate was 18% with only 6 out of 33 students achieving HB. NOT ACHIEVED

Into 2023, IF we implement a consistent, high-quality R-6 English curriculum incorporating HITS; focus on explicit teaching and modelling of high level vocabulary, spelling, punctuation, grammar, and composition skills; and support students in developing individual writing and spelling goals, THEN we will increase students achieving higher band status in Literacy: Writing and Spelling.

Goal 3: Increase the number of high-achieving students in English: Reading and improve high band attainment and retention.

2022 – Yr 3 NAPLAN Reading. Target was 41% HB. ACTUAL rate was 36% with 12 out of 33 students achieving HB. NOT ACHIEVED

Was close to the target result.

2022 – Yr 5 NAPLAN Reading. Target was 48% HB. ACTUAL rate was 33% with only 11 out of 33 students achieving HB. NOT ACHIEVED

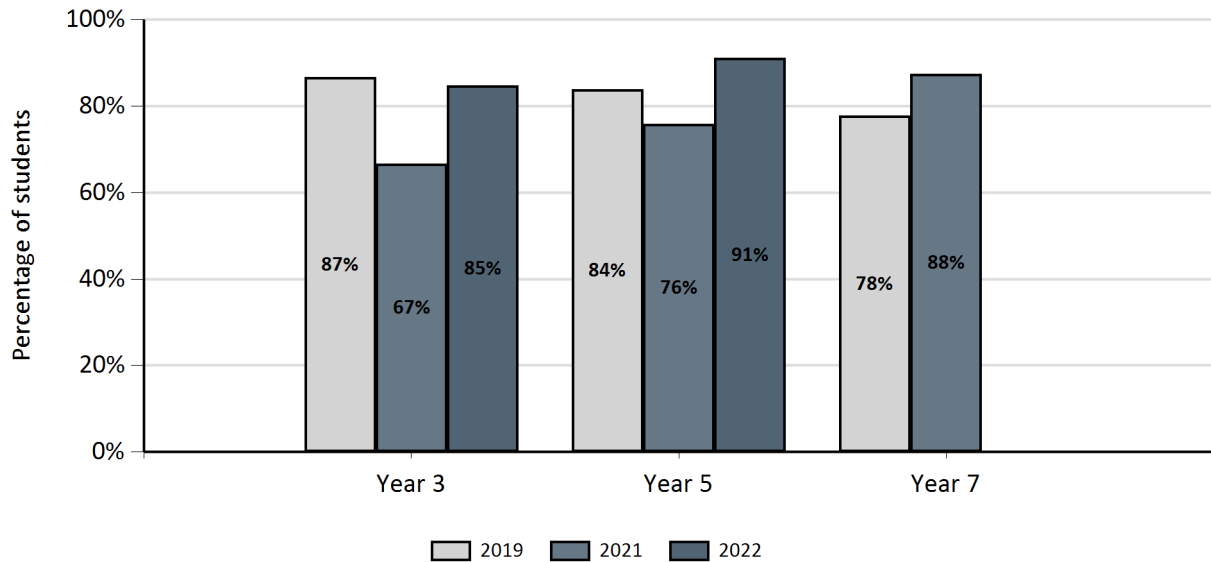
Into 2023, IF we implement a consistent, high-quality R-6 English curriculum, incorporating HITS; focus on explicit teaching and modelling of high-level reading comprehension strategies; and support students in developing individual reading goals, then we will increase the number of students achieving high band status in Reading.

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

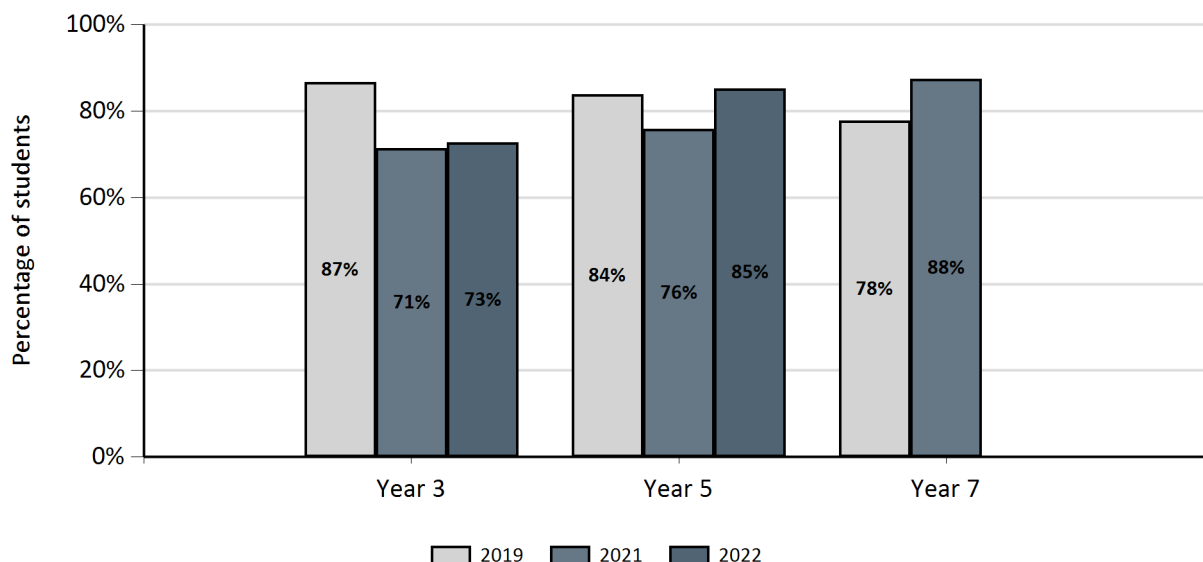


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	33	33	12	7	36%	21%
Year 03 2021-2022 Average	27.0	27.0	10.5	6.0	39%	22%
Year 05 2022	34	34	11	9	32%	27%
Year 05 2021-2022 Average	31.5	31.5	10.5	7.0	33%	22%
Year 07 2021-2022 Average	16.0	16.0	6.0	5.0	38%	31%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

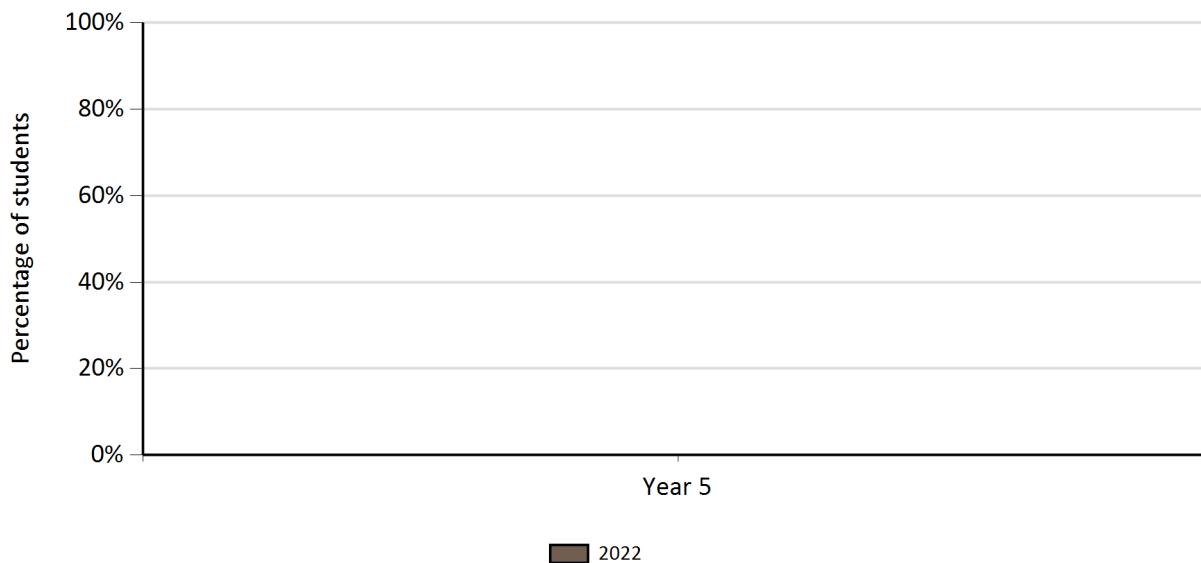
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



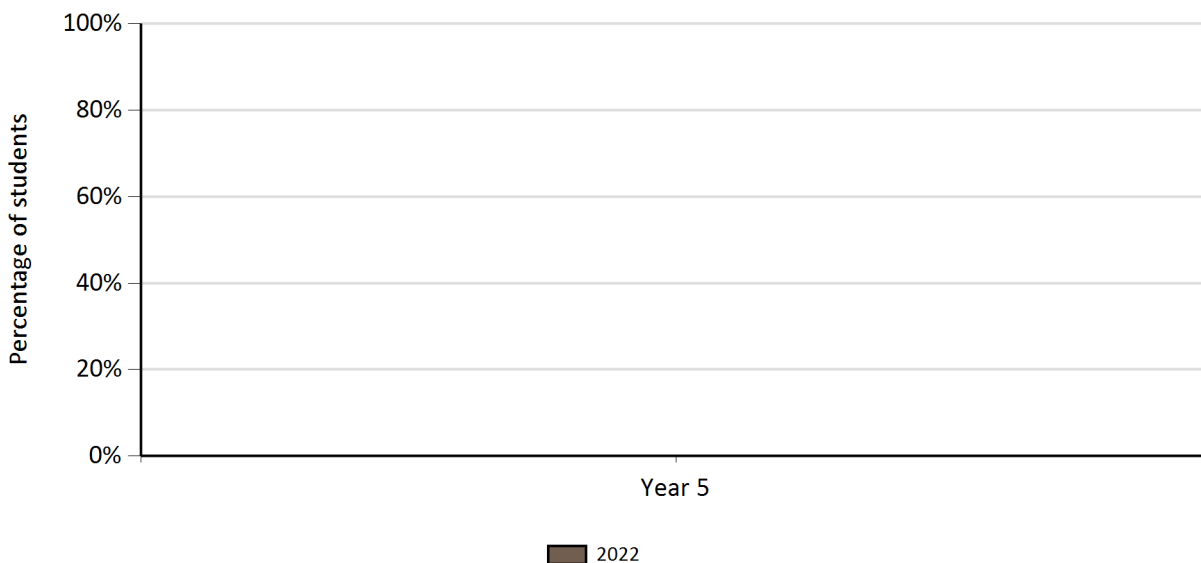
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Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



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Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 05 2022	*	*	*	*	*	*
Year 05 2022-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Tracking and Monitoring - detailed tracking and monitoring of Aboriginal Student Achievement across literacy and numeracy. Introduction of Reconciliation Action Team student leadership portfolio to build active student voice and agency with Aboriginal learners.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

100% SEA performance for Aboriginal Learners - High band individual performances in PAT M, NAP Maths and Spelling.

# School performance comment

School Performance - as related to SIP targets.

Goal 1: Increase the number of high-achieving students in Mathematics and improve high band attainment and retention

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Both NAPLAN goals were achieved.

Goal 2: Increase the number of high-achieving students in English: Writing and Spelling and improve high band attainment and retention.

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25% of goals achieved relative to goal 2. More work will be required in this area in 2023 and it remains a focus.

Goal 3: Increase the number of high-achieving students in English: Reading and improve high band attainment and retention.

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2022 – Yr 5 NAPLAN Reading. Target was 48% HB. ACTUAL rate was 33% with only 11 out of 33 students achieving HB. NOT ACHIEVED

Reading results were solid, but not quite up to the level we had hoped. other metrics outside of NAPLAN have shown improved performance, but a focus on reading improvement remains a priority.



# Attendance

Year level	2019	2020	2021	2022
Reception	94.7%	90.7%	93.1%	88.0%
Year 1	91.7%	92.5%	92.0%	89.9%
Year 2	94.5%	91.1%	93.9%	87.1%
Year 3	96.3%	91.4%	90.7%	89.4%
Year 4	94.6%	91.9%	91.8%	82.0%
Year 5	93.6%	94.1%	92.8%	88.5%
Year 6	93.6%	89.2%	90.8%	84.7%
Year 7	94.7%	89.3%	91.8%	N/A
Total	94.3%	91.3%	92.2%	87.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.  
NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

Attendance was impacted considerably by the Covid 19 pandemic. Our usual high rates of attendance R-6 ( 90%) were affected by the extensive absences some families experienced. We expect that 2023 will see a return to our normally strong attendance as the Impacts of Covid decline.

## Behaviour support comment

As per previous years, behaviour and student engagement at our school have been generally positive. We have had a close to zero suspension rate and no exclusions. Rates of take home and family support and DfE intervention were low. We continue to develop behaviour positively by building belonging, using restorative practices and implement a positive behaviour approach through our philosophy of Fun, ir, Safe and Inclusive behaviour for everyone.

## Parent opinion survey summary

We had 77 responses to the parent survey in 2022.

In relation to school climate - the vast majority of responses were positive (agree or strongly agree) Most feedback received was about the efficacy of the school's online communication portals. Parents also felt the school has a nice atmosphere and the parents are really invested. It was felt that the school events contribute to a positive school climate.

In relation to learning at school, responses to the survey were generally very positive. Comments generally focussed on families wanting more feedback about learning at school, better communication and opportunities for extension and learning support when required. The responses from families are at time subjective and they vary from very praiseworthy to highly critical. It is widely understood that Covid has impacted this area immensely.

Learning home - Some subjective and diverse comments received here, some very pro homework and some very anti homework. This reflects a need for a broader community discussion about homework at our school. It is clear that families want to be engaged in the learning conversation.

Future Plans and Pathways - interesting responses to this but most people felt it was too early to tell what future directions kids would take. Most responses were agree / strongly agree however.

Some of the positive feedback included:  
I feel MFPS is an amazing school. All of our kids have been very happy there.  
I'm overall very happy with McLaren Flat Primary school, teacher, relationship with community, school events.  
The teachers at McLaren Flat Primary school have the best interests of the children at the core of their practice, and I feel that any concerns are generally responded to well. The children are well supported in the learning environment.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	75.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	25.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All volunteers, governing council members, staff and work experience/ per service teachers are screened and have current WHS checks.

## Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	16
Post Graduate Qualifications	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	11.0	0.0	4.9
Persons	0	13	0	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$2,235,591
Grants: Commonwealth	\$5,645
Parent Contributions	\$39,673
Fund Raising	\$10,342
Other	\$0

Data Source: Education Department School Administration System (EDSAS).

## 2022 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Engaging Student Wellbeing leader to improve well being participation and engagement of students.	Refer to WEC data for specific outcomes evident in Years 4-5-6 in 2022.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Employment of SSO staff and implementation of programs to support students with additional needs - wellbeing, academic, social and emotional.	Significant positive outcomes for students, particular those under guardianship and those with significant additional needs.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	Funding has supported additional SSO time for small group and 1-1 intervention programs, purchase of resources and keeping class numbers smaller.	Class numbers below level, 100 hours per week of targeted SSO support provided to deliver programs and intervention to students with additional needs.
Program funding for all students	Australian Curriculum	Supporting implementation of AC curriculum units across the school in maths and English.	All Classes - Year 3-6 have implemented AC units. Classes R-4 planning and training for implementation in 2023.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Improved provision of ICT - infrastructure and hardware to support better participation in learning on line and for at home learning. Improving classroom environments- install of acoustic treatments to support learners with a hearing impairment.	50% of classrooms now have Redcat Systems for hearing impaired students. 50% of classrooms have acoustic treatments to support hearing impaired kids. We expanded ICT program to create 1-1 access to Chromebook devices for students in years 5-6
	Specialist school reporting (as required)	n/a	n/a

	Improved outcomes for gifted students	n/a	n/a
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